

About These Materials

WorkAble is a series of ten modules that assist schools to meet the vocational learning needs of students with disabilities and learning difficulties in Years 9–12. Such students require additional support to access pathways between school, training and work. The modules are accompanied by a set of practical activities to support their delivery.

The series aims to assist students to access Board of Studies NSW Stage 5 and 6 courses providing accreditation, while assisting their transition from school to work. The modules are linked to the appropriate Board of Studies NSW vocational learning syllabus: Stage 5 Work Education, Stage 6 Work and the Community Life Skills course, and Stage 6 Work Studies (Content Endorsed Course).

The modules will support student development of:

- generic work and social skills
- general workplace knowledge
- knowledge of specific industry areas.

For students in Years 9 and 10, *WorkAble* should assist the development of the knowledge, values and attitudes needed for successful participation in either school- or TAFE-delivered vocational education and training (VET) courses.

The modules, delivered in an industry-specific context, may also be used to assist student development of relevant course competencies from an HSC Industry Curriculum Framework course. Teachers should use their professional judgement to determine the relevance of the materials to the competencies being delivered.

How to Use These Materials

The needs of students will determine the sequence in which modules or parts of modules are taught. Strategies such as maintaining a record of programming across Years 9–12, and using the practical activities and teaching and learning materials for modules 1–10, will ensure

student interest and motivation in this important area. The three strands of literacy — reading, writing, and talking and listening — have been embedded across each of the generic workplace modules.

Students with disabilities and learning difficulties will have varying needs for learning support. *WorkAble* can be used to meet the varying needs of a diverse range of learners. The content section of each module and the practical activities provide sufficient information for teachers to deliver to students with a range of support needs. For students with low support needs in literacy, the modules may be used as presented, with an interactive reading and discussion of the content section followed by joint discussion and construction of answers to the accompanying questions.

Some students will benefit from modifications to the delivery of the content, including teacher delivery of key points from a content section, discussion and oral questioning. Other students may benefit from the creation of modified texts. The module *Safety in the Workplace* provides an example of this; it is presented as two different levels of text (with text 2 the modified form). All students will benefit from the opportunities provided by the practical activities.

This folder contains a CD-ROM, on which the *WorkAble* generic modules are replicated as portable document files (PDFs). The CD-ROM also contains some student learning materials to support the delivery of selected units of competency from the following Industry Curriculum Framework courses:

- Tourism and Hospitality (Hospitality only)
- Retail
- Business Services
- Primary Industries.

Note: The Industry Curriculum Framework learning materials are to be used to support the delivery of an Industry Curriculum Framework course by appropriately qualified VET teachers.

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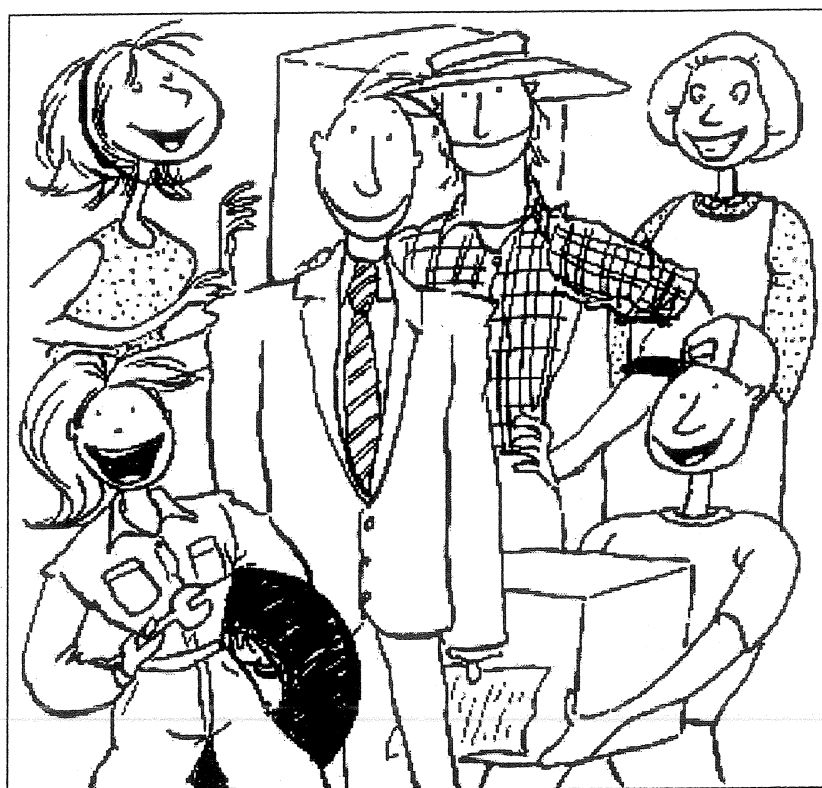
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Module 1

World of Work



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Board of Studies Syllabus Links

Links to Work Education, Work Studies CEC and Work and the Community Life Skills course

WORK EDUCATION Stage 5		WORK STUDIES CEC Stage 6		WORK AND THE COMMUNITY LIFE SKILLS COURSE Stage 6
Core 1	The World of Work	Core 1	Work and Change	Module 1 Understanding the World of Work
Core 3	Introduction to the Workplace			
Elective 4	Contemporary Workplace Issues			
Elective 5	Working in a Changing World			
Elective 7	Employment and You			

Links to Industry Curriculum Framework Courses

This module may be used to support the delivery of Stage 6 Industry Curriculum Framework courses. Teachers should use their professional judgement to determine the relevance of the materials to the units of competency being delivered. The materials should be placed in an industry-specific context.

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1.1 Work

What Is Work?

Work means different things to different people. One definition of work is that it involves making an effort to achieve a goal.

In the past, people had to work to provide themselves with the basic needs of food, clothing and shelter. Today, there are many other reasons for working. For example, work can:

- provide something satisfying to do
- give security
- provide social contact
- develop skills
- give independence
- provide money to improve a person's standard of living.

Expectations

There have been many changes in our society in the last few decades. Some of these changes have affected the way we think about work. It is unlikely that we will leave school, get a job and stay in the same job until we retire, like many of our parents may have done.

We expect more from work than just being paid. We want work to be satisfying and enjoyable. We want it to be interesting and varied, and we want our efforts to be valued.

Work can often be important in determining a person's lifestyle. It can affect such things as where people live, how they socialise, how they dress, what leisure activities they do, and even the car they drive.

Changes

Not so long ago, nearly all employed people had full-time jobs with regular weekday hours, and they worked for one employer. But society has become more flexible, and the world of work has had to become more flexible to service the new society. More people are choosing to work part-time. Some use their extra time to study, care for their family or do more leisure activities. Others may have two or more part-time jobs. Some industries no longer have many full-time jobs but have a roster of people working unusual hours to suit the changes in the industry, for example the hospitality industry.

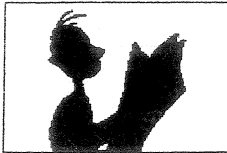
Getting more training for a particular industry, at school or after school, has also become more important. Many jobs that used to be done by people without further training are now done by machines, and people are having to improve their skills to be able to be employed.



The roles of men and women in the workplace have also been changing. Early in the 1900s, it was rare for women to have a paid job. Then, for many years, there were traditional working roles for men and women. Women tended to be employed in the areas of typing, clerical work, sewing, shop assisting, cooking, hairdressing, nursing and teaching. Today the difference between what is considered men's work and women's work is rapidly breaking down. Women's pay is also coming into line with men's pay for doing the same job.

Today, both men and women are encouraged to enter non-traditional careers. A large number of employers are only interested in who will do the job best. However, people entering non-traditional career paths still meet resistance. This resistance may come from people such as parents, friends, employers or co-workers.

The important thing to remember is that all people have the freedom to follow a career path which develops their interest, skills and natural talents.



ACTIVITIES

Work

A. Reasons for Working

1) Put in order from 1 to 4 (1 being the most important) the following reasons for gaining employment.

☐ to provide security in old age

☐ to meet other people

☐ to earn a wage or salary

☐ to gain experience in a work area

2) Discuss with a friend and then record your answers for the following.

How can work provide a person with:

a) something satisfying to do? _____

b) security? _____

c) social contact? _____

d) skills? _____

e) independence? _____

f) money to improve their standard of living?

B. Terms

Describe the meaning of the following terms in your own words.

Expectations. This word means...

Security. This word means...

Social contact. This expression means...

Standard of living. This expression means...

C. Changes

List five ways that work has changed.

Example: *More flexible hours*

1) _____

2) _____

3) _____

4) _____

5) _____

1.2 The Changing Nature of Work

During the 1940s the Australian Government said that it would provide full-time employment for all people of working age who wanted work. They made this commitment because of the terrible time many Australians had gone through during the Depression of the 1930s.

In the 1970s, unemployment rose to 2–3 per cent. At the time, this was considered unacceptable. In the early 1990s, unemployment levels were around 11 per cent, and many job-seekers had been out of work for more than one year. While today's unemployment levels are not as great, youth unemployment levels are over 20 per cent in many areas.

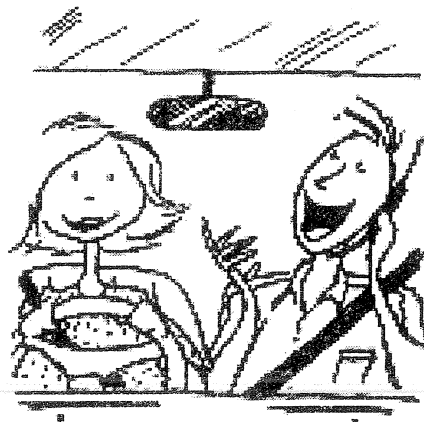
Since the 1970s, there has been an increase in the number of part-time and casual jobs. There has also been a decrease in the number of permanent full-time jobs.

Technology

The increased use of technology and restructuring in the business world has also changed the work we do. For example, 25 years ago the recycling industry had never been heard of, and personal computers had not been invented.

Some of the jobs that exist now weren't even dreamt of 30 years ago. There will be jobs in 20 years' time that no-one could imagine now. Information technology (IT) is changing almost every job through the use of computers. Some jobs have become unnecessary, as computers or machines perform tasks once done by people.

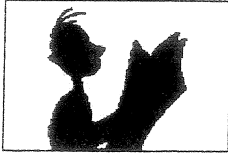
Mobile phones, laptop computers, fax/modems and the Internet mean we can work from lots of different places, including our home, our car or someone else's workplace or home.



Organisation

The way work is organised is also changing. Instead of all the decisions being made at the top, many organisations are giving more responsibility to smaller teams of workers. We are more likely to make decisions at work than people in the past. We also have to be able to perform a wider range of tasks and use more skills. This is called *multiskilling*.

The only thing that is certain is that these changes to the world of work will continue!



ACTIVITIES

The Changing Nature of Work

A. Jobs Then and Now

Discuss, then write.

List five jobs that have been replaced by computers or machinery, or that no longer exist.

1) _____

2) _____

3) _____

4) _____

5) _____

List five jobs that didn't exist 20 years ago.

1) _____

2) _____

3) _____

4) _____

5) _____

B. Unemployment

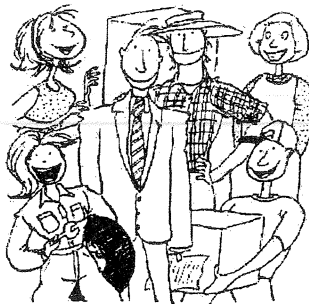
Define unemployment.

Unemployment is _____

Discuss, then write.

Give three reasons why there is unemployment.

- 1) _____
- 2) _____
- 3) _____



1.3 How Is the World of Work Organised?

The Labour Market

The labour market is made up of two categories of people:

- the employed
- job-seekers who are unemployed.

The Employed

Employed people are 15 years and over and are either:

- employers
- self-employed
- wage or salary earners
- voluntary workers.

Job-seekers Who Are Unemployed

These people are 15 years and over and:

- are searching for their first job, or
- have lost their job, but are looking for employment.

The Non-labour Market

The non-labour market is made up of people who are 15 years and over and are unemployed, for example:

- family carers
- students
- people with disabilities or illness that makes them currently unable to work
- people who choose not to seek paid employment
- people who are discouraged from seeking work because they are frustrated by long-term unemployment.

Industries

The world of work is organised into three broad areas: primary industry, secondary industry and tertiary industry.



Primary Industry

Primary industry is the part of the economy that is involved in the growing, harvesting and mining of natural resources. Some examples are fishing, mining, farming and forestry.

Secondary Industry

Secondary industry is the part of the economy that is involved in the processing of natural resources and the manufacturing of goods. Secondary industry includes the processing of food, textiles, clothing, footwear, metal products, wood products, furniture, paper products, petrol, motor vehicles and other machinery. This area also includes providing energy and water to industry and the community.

Tertiary Industry

Tertiary industry is the part of the economy that is involved in providing services. Another name for this sector could be the services industry. Some examples of this are wholesale and retail trade, tourism, transport, recreation, entertainment, construction, transport, communication and professional services.

Due to the changes in technology in recent years, fewer people are needed in the primary and secondary industries and more people are being employed in the tertiary or services industry.

Size of Businesses

Businesses come in different sizes, and the size of the business affects the way it operates. The size of a business is related to the number of people working for it.

Small Businesses

A small business is one that employs less than 20 people, or less than 100 people if it is in manufacturing.

Large Businesses

A large business is one that employs more than 20 people, or more than 100 people if it is in manufacturing.



ACTIVITIES

How Is the World of Work Organised?

A. Primary, Secondary or Tertiary?

In which type of industry are the following people employed? Talk about it with a partner and then write 'primary', 'secondary' or 'tertiary' on the answer lines.

- 1) Harry is a shearer.

- 2) Loretta works for a clothing manufacturer.

- 3) Veronique works for World View Travel.

- 4) Fiona works on a commercial fishing vessel.

- 5) Craig is a carpenter.

- 6) Raymond works on an oil rig in the Atlantic Ocean.

B. Small or Large?

In what size of business are the following people employed?

Write 'small' or 'large' on the answer lines.

- 1) Bart works in a company that employs 2000 people.

- 2) Nathan works in a yard that produces concrete products. It employs nine people.

- 3) Lara works for a car manufacturer that employs 85 people.

C. Labour or Non-labour Market?

Circle the correct answer.

- 1) Natasha recently lost her job in a fashion boutique.
She is looking for another position.

Natasha is a member of the **labour market** / **non-labour market**.

- 2) Robert is studying science at university.

Robert is a member of the **labour market** / **non-labour market**.

- 3) Luke is a self-employed plumber.

Luke is a member of the **labour market** / **non-labour market**.

- 4) Anna is unemployed and not actively seeking work.

Anna is a member of the **labour market** / **non-labour market**.

- 5) Kheng is a volunteer worker in a hospital.

Kheng is a member of the **labour market** / **non-labour market**.

D. Local Business

Investigate the businesses in your local area. Fill in the table. Tick whether the business is a primary, secondary or tertiary industry, and whether it is small or large. Try to find a range of different types.

Name of Business	Primary	Secondary	Tertiary	Small	Large

1.4 What Are the Work-style Choices?

In today's working environment there are many work-style choices. A person could easily find themselves starting in a casual part-time position, then move to permanent full-time, then to permanent part-time. This might happen several times in the person's working life.

Full-time

Full-time work is generally considered to be employment in a position for 35 hours per week or more. Traditionally this has been during daylight hours, Monday to Friday. In recent years the workplace has become more flexible in its hours of operation. Weekend, early-morning or late-night work is now very common.

Full-time work can be paid in a variety of ways. The most common are wages and salaries. A wage is an amount paid per hour, e.g. \$11.25 per hour. A salary is an amount paid per year, e.g. \$16 000 per annum. Full-time work can also be paid through commission, mostly in sales jobs. If a person doesn't sell very much, then they don't get paid very much. Self-employed people are usually paid by the job or project. Sometimes they have to wait until they have finished the whole job before getting paid.

Another type of full-time employment is by a contract. This means being employed for a set period of time as stated in the contract. This may be for a short time like three months or for a longer time like five years. How much a person will be paid is usually written into the contract.

Part-time

Part-time work is considered to be employment in a position for less than 35 hours per week. It still has the conditions of full-time work, such as annual leave, sick leave etc, but a person can work fewer hours to suit their lifestyle or to suit the industry in which they are working. It is paid in the same way as full-time work.

Some part-time jobs may be a job share. A job share is where two or more people share a full-time job. This type of work suits people who look after children or the elderly, or who want to do other things in their leisure time.

Casual

Casual work can be for any number of hours per week. Casual employees are paid at an hourly rate which is usually higher than the ordinary wage rate because they are not given paid annual leave, sick leave or other benefits. An employer can tell a casual employee that they are no longer required, with little or no notice (warning). A casual employee can also tell the employer that they no longer want to work for them with little or no notice.

Casual work can be short-term (like working at the Easter Show) or long-term (like working in a supermarket or fast-food store). Casual work is often available outside normal work hours, for example on weekends or evenings.

Shiftwork

Where a business or service needs to operate 24 hours a day, the people employed in that field often do shiftwork. In this kind of work, the day is divided into two or three equal parts (called *shifts*) and people work so that the business or service does not have to stop operating. Shiftworkers include police, nurses, some supermarket assistants, security workers, some factory workers and some fast-food-store workers. People who work a shift on the weekend often get paid more than when they work on weekdays. This is called a *penalty rate*. The extra money is paid to make up for working at unusual hours. Most shiftworkers are permanent employees (either full-time or part-time).

Seasonal

Seasonal work is work that is only available at certain times of the year. This is often the case in the food-growing industry, where, for example, fruit pickers only work at the end of the growing season when the fruit needs to be harvested. Seasonal workers often have to move around to find work in different locations. They often work long hours when the work is available and may spend many months without much work until the next season begins. Other examples of seasonal work might be work for the carnivals that operate along the beachside during summer, or work in the ski fields during winter. Seasonal workers are usually paid as casual employees or under a contract.



Freelance

Freelance work is a type of self-employment where a person does some work for an agreed amount of pay. This type of work is common in journalism, where a person may work for several different publications at the same time.

Piecework

Piecework is where a person is paid for the number of 'pieces' (items) that they produce or complete. Often, the person needs to be able to work very quickly to make a reasonable amount of money for their effort. The clothing industry often uses this method of employment, where the worker is paid for the number of completed garments.

Outwork

Outwork is often piecework that is taken away to be completed — often at the worker's home. Some examples are sewing clothes and filling envelopes with advertising material.

Traineeship

A traineeship is a combination of employment and training which must be completed to gain a recognised qualification in an industry area. Traineeships are generally offered in the service industries. Both the employer/trainer and the employee need to make a commitment to complete the training.

Apprenticeship

Apprenticeships are usually offered in the trade areas. They also combine employment with training, which must be completed to gain a recognised qualification in a trade. Practical experience at work as well as learning, usually at a TAFE, lead to a qualification which is recognised throughout Australia and, often, overseas.

An apprentice usually signs a contract to say that (s)he will complete the training program. This is called an *indenture*. An employer or training company also makes a commitment to provide the necessary training and supervision on the work site by a qualified tradesperson.

Home-based

Home-based work is work done from home. It may be full-time or part-time. The worker may be paid in a variety of ways. They may have a contract to complete a project, they may be paid as pieceworkers, or they may be paid by the hour like family day care (child-minding) workers are paid. Many self-employed people use their home as the base for their business. With today's technology, they are able to use their computers as their link to their office or place of employment.



Temporary

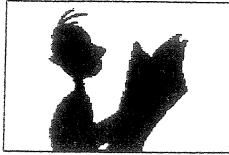
Temporary work usually involves a person being registered with a 'temp' agency. Many secretarial and office positions are temporary. Often, people have a chance to move into part-time or full-time work if their work as a temporary employee is successful.

Work Experience

Work experience provides a way to gain skills in a career area that a person is interested in. It can improve a person's chances of gaining employment in that area later on. People do not get paid for work experience but it can lead to paid work. Work experience is best done through school, TAFE or an employment agency so that the person and the employer are covered by insurance if people are hurt or property is damaged.

Volunteer

A volunteer is a worker who works for no pay. Volunteers can work in many fields. Some volunteers want to increase their skills in order to find paid work. Others already have skills that they can use to help others. Working as a volunteer may provide someone with the satisfaction of knowing that they are making a contribution to society.



ACTIVITIES

What Are the Work-style Choices?

A. Matching

Choose a description from the box and match it to the work-style choice.

part-time	volunteer	temporary	casual	apprenticeship
shiftwork	home-based	traineeship	full-time	work experience
seasonal	freelance	outwork	piecework	

- 1) Works regular hours, less than 35 hours per week. _____
- 2) Self-employed for an agreed amount of pay. _____
- 3) Might work any number of hours per week. _____
- 4) Combines their employment with training in a service industry. _____
- 5) Works for no pay. _____
- 6) Works away from the business's location, often doing piecework at home. _____
- 7) Works so that the business or service does not have to stop operating. _____
- 8) Works to gain skills while at school or TAFE, and is covered by insurance. _____
- 9) Moves around to find work available at certain times of the year in different locations. _____
- 10) Is employed in the same job for 35 hours per week or more. _____
- 11) Works from home. _____

- 12) Is paid for the amount of 'pieces' or items produced or completed. _____
- 13) Combines employment with training in a trade area. _____
- 14) Is employed to fill in for a short time. _____

B. Making the Right Choice

The people in the examples below all need to make a decision about the work style that would be best for them. With a partner, decide what you think would be their best choice and then record your answer.

- 1) Sokhoeum wants to study to be a nurse's aide, but she also wants to earn money. What work style should she choose and why?
- _____
- _____
- _____
- 2) Rebecca isn't happy working 9 to 5, five days a week. She doesn't spend enough time with her family and friends and can't keep up her work at home. She still needs to earn a regular income. What are her choices? Which would be best and why?
- _____
- _____
- _____
- 3) Thai is still at school but wants to follow a career in the hospitality industry when he leaves. What can he do to gain some experience in this field? Say why these options would be best for Thai.
- _____
- _____
- _____

- 4) Juliana wants to return to work now that her son is in day care two days a week. What style of employment would be good for her, and why?

- 5) Tamara is working as a volunteer in a long day care centre. She is in Year 11, and hopes to study child care when she leaves school at the end of Year 12. The person in charge has offered Tamara some work. She can choose either casual work or part-time shiftwork, and she has to decide which would be best. Write the advantages and disadvantages of each choice, then decide which would be best.

Shiftwork	Casual
Advantages	Advantages
Disadvantages	Disadvantages

Which would be the best for Tamara to do, and why?

- 6) Hernan doesn't like staying in the one place too long, yet he likes to know that he'll have an income for a set period. What are some employment styles that would suit him? Explain.

- 7) Kira has a young daughter still not at school. While she doesn't want to place her in care, she would still like to do some paid work. Her husband works 9 to 5. What are Kira's choices? Which would be best for Kira and her family?

- 8) Vanessa is a landscape gardener. She likes to be her own boss. What would be a good work style for her? How would this style benefit her?

- 9) Cameron already has a full-time job, but wants to earn extra money to go on a holiday. What can he do?

1.5 Unemployment

In today's society, unemployment is a fact of life.

Unemployment of young people is fairly recent. In the 1950s and 1960s, there were plenty of jobs for young people. Youth unemployment first started in the 1970s. At first, these unemployed young people were called 'dole bludgers' because people thought they could get a job if they tried hard enough. Today we know that there are not enough jobs for everyone. Unemployment in the age group 15–24 years can be up to twice the overall rate.

Due to changes in technology, fewer jobs are available for young people who have just left school. Many jobs that school leavers traditionally may have started in have been mechanised or computerised. Compared with people who have been in the workforce for some time, school leavers often have limited work experience and so have fewer work skills. Employers today can demand higher qualifications than they would have done in the past because they have a lot more people to choose from.

The governments of Australia are looking for ways to increase the number of people who are employed. There is a special emphasis on increasing youth employment. One part of this is a focus on vocational education and training. This type of training teaches people the skills they need to be competent in tasks in the workplace. It also leads to the award of qualifications. Gaining these vocational qualifications can now be part of your senior years of schooling.

The Experience of Long-term Unemployment

People react differently to unemployment, depending on their past experience and future hopes. Most go through a number of stages when they are unemployed.

1. Early on, people think they will get a job fairly soon. They are generally very active in their job search.
2. If they are unemployed for a few months, people's job-seeking efforts tend to slow down. They can become discouraged, anxious and distressed. They may lose confidence.
3. If unemployment persists for even longer, it can lead to a stage where people stop trying to get a job. They feel there is no point, because they have had so many rejections.

During the last two stages, people can get depressed because of money worries, loss of self-respect, boredom and lack of understanding by those who are employed.

If a person reaches the last two stages, it is important that they realise that these reactions are normal. It is also important for them to try to minimise the negative effects of unemployment.

It is most important not to become isolated, otherwise it is possible to become very discouraged.

What to Do if This Happens

Get involved in a program, activity or course where there are other people, and opportunities to learn new skills. This will help to maintain confidence and a positive attitude.

Whether or not a person gets a job can depend on many factors, such as where they live, whether they are prepared to move or travel, their work skills and experience, personal qualities and communication skills, persistence, age, and how realistic they are in their job choices. It can even depend on chance — for example, just being in the right place at the right time. It is possible to increase this chance by working closely with services in the community whose role is to help people into work.

Action Plan to Beat Unemployment

1. Plan Your Day

It helps if there is something to look forward to each day. It stops a person from sleeping in, being bored and depressed. Plan activities with family or friends for some of the available time. Mixing with other people is an important way of maintaining a positive outlook.

A person's mental approach can change the way they think about themselves and others. It is possible to choose whether to be positive or negative. Try writing down a program for each day and a 'to do' list that includes some work-finding activities.



2. Use All Means in Trying to Get a Job

Do not rely on only one way of getting a job. Tackle it from as many directions as you can. This will increase the chance of finding work.

3. Consider Alternative Jobs

Consider several job options. It may not always be possible to get your first or second choice easily.

4. Consider Part-time, Casual and Volunteer Work

Part-time, casual or volunteer positions can sometimes lead to more permanent work. They will also help you to develop a wider range of job skills.

5. Consider Learning New Skills

A period of unemployment can be a time in which to learn new skills and/or do a course. This will also broaden your work skills and may help you to find work.

6. Consider Self-employment

Many people have started in a small way doing work such as lawnmowing, cleaning, babysitting and rubbish removal. Think about ways of earning money by doing neighbourhood jobs such as these.

7. Investigate Government Payments

Government payments are available to support people over the age of 16 who are unemployed and have no other means of support.

Youth Allowance

Young people are covered by the Youth Allowance. Youth Allowance is paid to students under 25 and unemployed people under 21. Unemployed people under 21 must be going to school or doing a training course to be eligible for this payment. There are income and assets tests for both the person applying and their parents or caregivers. These tests determine whether a person is eligible for this payment.

Disability Support Pension

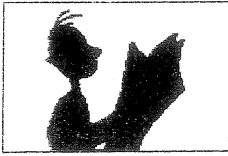
Young people over 16 with an illness or disability that affects their ability to work may be eligible for this pension. It is not based on parent/caregiver assets or income.

Newstart Allowance

This payment is for unemployed people over 21.

8. Be Careful with Money

It is important to budget money carefully. Write down what you spend so that there is a clear picture of where your money is going.



 ACTIVITIES

Unemployment

A. How Would You Feel if You Were Unemployed?

Imagine that you have been unemployed for a long time. How do you think you would feel or act? Underline a word in each column that best expresses how you think you would feel. Then complete the sentence.

bored	excited	honest	lazy
rich	tough	layabout	rough
hurt	fool	happy	quiet
thief	angry	embarrassed	frustrated
depressed	worthless	confident	bludger

If I felt like this I could help myself by _____

B. Reacting Positively to Negative Comments

A neighbour has accused someone of being a 'dole bludger'.

1) List three *positive* ways they could react to this comment.

- 2) List three *negative* ways they could react to this comment.

- 3) Which is the best way to react — positive or negative? _____

C. Staying Positive

Maryanne has been unemployed for two months. She has become a little down because she cannot find work. Her sister suggests that she plan her day.

Write out a plan for Maryanne on the daily planner below. Remember to include some time where Maryanne is searching for work.

	DAILY PLANNER
Time	Activity
7 am	Get up and have breakfast. Clean up the kitchen.
8 am	Tidy up room, make bed, hang up clothes etc.
9–10 am	
10 am – 12 pm	
12–2 pm	
2–4 pm	
4–6 pm	
6–8 pm	
8 pm – bedtime	

D. Making Decisions

- 1) Tanya is 17. She has left Year 12 and has been trying to get a job in an office, but so far she has been unsuccessful. She did an office skills course at school in Year 11 and also did two weeks' work experience at a local solicitor's firm. During her work experience, she was responsible for filing and general office duties.

What can Tanya do to increase her chances of getting an office job?

Are there any other jobs she could be looking at? If so, what are they?

- 2) Haiman had almost completed his landscaping traineeship when his boss moved up the coast. What options can Haiman pursue to gain future employment? Explain a little about each one.

Option 1 _____

Option 2 _____

E. Sticking to a Budget

1) Government Payments

Contact Centrelink to find out what the current fortnightly rate is for the:

Youth Allowance \$ _____

Disability Support Pension \$ _____

How much would this give a person to live on each week?

Youth Allowance \$ _____

Disability Support Pension \$ _____

2) Eric's Budget

Eric is 18 and is unemployed. He must live on the payment he receives from the government until he can find paid work.

Below is a list of his weekly expenses.

food	meat	10.00	transport	trains	4.00
	vegetables/fruit	16.00		buses	6.00
	milk/bread	5.00			\$10.00
	sweets/ice-cream	4.00	leisure	go-karts	15.00
	drinks/beer	40.00		cigarettes	20.00
		\$75.00		movies/videos	7.00
clothing		\$20.00			
accommodation (rent)		\$80.00			\$42.00
			mobile phone rental		\$10.00

- a) Add the totals for the items in **bold print**.
How much does Eric spend per week? _____
- b) Is Eric living within the unemployment benefit allowance? **Yes / No**
- c) What could he do to manage his budget a little better?

- d) List those items which he may be able to do without or cut down on.

- e) Redo Eric's budget minus these items.

Eric's New Budget

food	\$
clothing	\$
accommodation	\$
transport	\$
leisure	\$
total	\$

- f) Is he better able to survive on this budget? **Yes / No**

Why? _____

F. Employment vs Government Payments

Discuss and list the advantages and disadvantages of being employed and of receiving government payments.

	Employment	Unemployment
Advantages		
Disadvantages		

